



COEDFFRANC PRIMARY SCHOOL

School Prospectus 2023/24



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Welcome to Coedffranc Primary School
Croeso i Ysgol Gynradd Coedffranc

Dear Parents/Carers,

Welcome to Coedffranc Primary School. Our school mission statement is a simple yet powerful one:

'Giving all of our pupils the roots to grow and the wings to fly'

We believe our role in school is to provide every child with a flying start to life, and we believe this starts at the very earliest stage.

We consider our school to be an amazing place, a place where our dedicated team work hard to ensure that your child has the best possible life chances by ensuring they develop the literacy and numeracy skills and foster a lifelong love of learning.

Our ethos is based on mutual respect and striving to get the best out of every day. We believe that successful education is about developing the whole child, socially and emotionally, as well as educationally and we believe this cannot be achieved by school or parents alone, but in partnership with each other.

Please take the time read our newly revised prospectus and we look forward to you joining the 'Coedffranc family' in the near future.

At the moment, I am seconded for two years to work with Welsh Government and whilst I am on secondment, Mr. Tim Richards will be acting headteacher of the school, continuing to ensure that the children get the best out of each day with us at Coedffranc Primary.

Warm regards,

Geraint Jones (Headteacher)



A message from the Chairperson of School Governors

On behalf of the Governors of Coedffranc Primary School it gives me great pleasure to write this welcome message to you as parents and carers.

We are delighted to report that Coedffranc Primary School continues to embed new initiatives throughout the school to further develop and enhance learning and development opportunities for all our pupils. We are proud to see these achievements being recognised in the 2022/23 Estyn Inspection report which noted:

"School leaders address national and local priorities well, including curriculum and additional learning needs (ALN) reform. Leaders across the school, including school governors, have consistently high expectations of themselves and staff and high aspirations for all pupils."

"In the mainstream school and the specialist Phoenix Centre, they provide high levels of care, support and guidance that support pupils to enjoy school and participate effectively in learning. Staff provide a broad and balanced curriculum that matches the spirit and aspirations of the Curriculum for Wales."

In addition to the continued developments in learning and support provision, and following on from the internal refurbishment works undertaken last year, another recent notable achievement is the approval granted for the development of a new canteen building on the school's grounds which will enable us to provide improved catering facilities benefitting the whole school community. This follows over two years of investment and planning and we look forward to keeping you updated on progress as the building works proceed.

We are also pleased to report that in recognition of his achievements, knowledge and skills, Mr Geraint Jones, Headteacher has been seconded for a period of two years to the Welsh Government, and we have been fortunate to welcome Mr Tim Richards as Acting Headteacher in his absence. Mr Richards brings a wide range of skills and experience to the role and we look forward to working with him to continue to build on our achievements at Coedffranc Primary School.

Whilst we are very proud of these successes we are constantly striving for improvement. The running of the school is a joint task - the head teacher, teachers, support staff and the Governors are fully committed members of that team. It is however vital that parents, grandparents, carers and the whole community are also involved with our children and with our school.

Thank you for your support and I would like to take this opportunity to welcome you as members of our school community and to ask for your continued support; our children deserve nothing less.

Mr Steve James (On behalf of the Governing body)

Our school vision statement

In Coedffranc Primary we aim to develop learners who:

- Are independent, enthusiastic, confident and feel valued
- Have a love of learning, an awareness of their strengths and talents, and are able to recognize and celebrate their achievements
- Have the highest expectations of themselves and the motivation to fulfill their potential
- Are aware that they are part of a wider community (from classroom to global) and have a responsibility to the positive progress of that community
- Are tolerant and respectful of the beliefs of others and are able to work collaboratively towards a common goal.

We aim to achieve this by:-

- Inspiring our pupils every day.
- Providing an emotionally and physically safe environment, which is stimulating and enhances learning.
- Providing a broad, balanced curriculum and a range of teaching strategies which will develop each child's potential creatively, academically (with an emphasis on key skills) socially, physically, spiritually and intellectually
- Developing positive partnerships with parents, carers and the local community based on mutual respect and trust
- Having high expectations of all school staff and Governor's in a supportive environment which promotes personal and professional development
- Focusing on high standards in all areas of school and community life.

School Description

Coedffranc Primary School is an English medium Primary school situated in the village of Skewen, approximately three miles from the town of Neath. The area is predominantly semi-rural and the catchment area is a mix of privately owned and council houses. There are many places of interest to visit in the surrounding area which offers the school opportunities for enhancing its curriculum through first hand experiences.

The school was built at the turn of the century, and is situated in its own grounds. There are two main buildings (one for the infant department and one for the junior department) each with teaching areas, library resource areas, and a good-sized hall. There are also separate demountable buildings which house the nursery and alternative classroom areas. Each classroom block has sufficient toilet facilities which comply with statutory requirements. These facilities are monitored during the school day and are cleaned on a daily basis. We provide your child with access to up-to-date IT equipment and in every class.

There is ample yard space and a small playing field. School dinners and our Breakfast Club are held in the separate canteen building at the top of the yard.

In the summer of 2018, the school opened an Assessment Centre, called the Phoenix Centre, for pupils from across the Local Authority with additional Social, Emotional and Behavioural Difficulties (SEBD) This new provision has enhanced our school significantly and underpins

the school's commitment to inclusion and integration. The 'Phoenix Centre' is housed in our Junior building and encompasses two specialist classrooms, a 'chill-out room' and an outdoor play area.



The school provides a warm, safe and caring environment for pupils and the staff operate in an atmosphere that is mutually supportive. The curriculum is planned to be broad, balanced and relevant, providing for continuity and progression, and appropriately differentiated to meet the individual needs of all pupils.



All staff are firmly committed to providing equality of opportunity for all and to ensuring that the potential of each child is fulfilled. Both social and functional integration opportunities are planned for with our pupils with additional learning needs.

School policies are reviewed to a set timescale and copies are available to view by arrangement or from the school website. Call in to the school office or visit the school website for further details.

Good communication with parents is vital and we encourage and we welcome parents to become actively involved in their child's education and the wider life of the school. Regular opportunities are provided for parents to come into school and letters, newsletters and Class Dojo messages ensure up to date information is always available. Our newly updated website: <http://coedfranc-primary-school.j2bloggy.com/> is an ideal way of getting the answers to many of your questions.

The Governors, Headteacher and Staff are always ready to meet and discuss any queries you may have.



School Times

Morning Session (Nursery)

9.00am : 11.30am

Afternoon Session (Nursery)

12.30pm : 3.00pm

Morning Session (Foundation Phase)

8.50am : 10.30am Session 1
10.30am : 10.50 Break
10.50am : 12.00pm Session 2
12.00pm : 1.00 pm Lunch

Afternoon Session (Foundation Phase)

1.00pm : 2.15pm Session 3
2.15pm : 2.25pm Break
2.25pm : 3.05pm Session 4

Morning Session (Juniors)

8.50am : 10.30am Session 1
10.30am : 10.50am Break
10.50am : 12.15pm Session 2
12.15pm : 1.00pm Lunch

Afternoon Session (Juniors)

1.00pm : 3.05pm Session 3



General Information

Coedffranc Primary School
Stanley Road
Skewen
Neath
SA10 6LP

Tel No. 01792 813504

School Email address: coedffrancprimary@npt.school

Headteacher: Mr. G. Jones

Acting Headteacher: Mr. T. Richards

Deputy Headteacher: Mrs. C. Roderick

School Bursar: Mrs. S. John

Admin Officers: Mrs. K. Daniels, Mrs G. Addis-Fuller (seconded to the Local Authority at present), Miss N. Bamsey & Mrs J. Watkins

Age Range of Pupils: 3 - 11 years

Number on Roll: 425 (approximately)

Chairperson of Governors: Mr. S. James





School Governors

The school Governors make decisions about how the school is run. They meet at least once a term. School Governors are: parents, local council representatives, community representatives, non-teaching staff and teachers of the school. They have legal duties, powers and responsibilities. They can only act together, not individually. Parent Governors are elected by the parents of the school. They serve, as do other Governors, for a period of four years. Parent Governors bring the views of parents to the governing body. However, they are not delegates for parents, as they speak and act as individuals.

Chair of Governors: Mr. S. James **Vice Chair:** Mrs. R. Mellin
Headteacher: Mr. G. Jones **Clerk to Governing Body:** Mrs. K. Daniels
Acting Headteacher: Mr. T. Richards

		Term of office ends
LEA Representatives:	Mr. S. James	31/12/27
	Cllr. N. Goldup-John	31/08/26
	Mr. A. Addis-Fuller	10/01/25

Parent Governors:	Mrs. H. Widlake	11/10/24
	Mr. S. Singh	11/10/24
	Mrs. T. Hillier-Lewis	06/02/27
	Mrs. R. Beynon	18/10/24

Teacher Governors:	Mrs. C. Roderick	16/12/25
	Mr. L. Lloyd	31/08/26

Staff Governor:	Mrs. Emma Jenkins	27/01/25
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Community Governors:	Mrs. R. Mellin	18/10/24
	Miss S. Owens	31/12/23
	Mrs. K. Lewis	05/11/26
	Mrs. N. Thomas	31/12/23



The Work of the Governing Body

Governors meet at least once a term and review school policies and procedures on a set programme. In addition to this, various sub committees such as finance, curriculum and Health and Safety meet regularly to scrutinise in further detail the work of the school. This information is used to inform our School self-evaluation report and identify improvement targets for the following year.

School Organisation

Full-time pupils are organised into 13 classes of mixed ability. The planned curriculum areas from the Curriculum for Wales are the responsibility of the class teacher, but certain subjects are supported by teachers with a particular expertise, e.g. Welsh and Music

The school also has 2 Nursery classes. Attendance is on a part-time basis, in morning and afternoon sessions. Admission to the Nursery may be achieved after the child's third birthday providing that Nursery places exist. Children are admitted to full-time education in the September following their fourth birthday. Additional Nursery sessions may open in the spring/summer should the need arise under our 'Rising 3s provision'.

In the half-term period prior to admission, parents/carers and children will be invited along to see the school and meet the teachers.

The School has adopted and follows the Local Authority Admission Procedures. For more information from the Local Authority on School Admissions, please visit <https://www.npt.gov.uk/1929>

Ethos

Through careful organisation, the school attempts to give to the children a broad and balanced curriculum which complies with the Four Purposes of the Curriculum for Wales. We ensure that the pedagogical principles are used appropriately by our teachers and teaching assistants to enable our pupils to make the most progress possible in their Areas of Learning and Experience Skills, their Integral Skills and also through the cross curricular frameworks. We want our pupils to be able to develop towards the Four Purposes through our concept-based curriculum which involves pupils in the planning of and engagement through meaningful, purpose-led learning opportunities both in school, and at home.

In all our activities we try to work as a family, where members have a sense of purpose, a sense of belonging and a feeling of being responsible to the school and to the community. We aim to develop and share our shared understanding of progression with our parents and carers to enable them to be active partners in their children's learning.

To further this all pupils are placed in one of four school houses named after our local rivers: Afan, Dulais, Nedd and Tawe. This is also supported by our use of a whole school council model to hear clearly the voice of the pupil.

We aim to provide work each day that is balanced, varied and suitable to the child's ability and development. These experiences will help each pupil to learn to become independent and responsible members of the community.



Admission Arrangements

Nursery Admissions

Under a new system, applications for Nursery places need to be made to the Local Education Authority. Application forms are issued by the LEA (at the appropriate time) for children on the school's waiting list, or directly from enquiries made by parents to the LEA.

Parents should be aware, that expressing a preference for a particular Nursery does not guarantee admission to their chosen Nursery, but it will give their child priority over children whose parents have not expressed a preference for that Nursery. If no preference is expressed or the application is late it will be less likely that their child will be able to attend the Nursery of their choice.

Children may be admitted (dependent upon pupil numbers and time of year, and subject to the offer of a place from the LEA) to Nursery the day after their third birthday. Parents are invited to visit the nursery with the child prior to admission. Nursery numbers are decided by the Local Education Authority. It is expected that when parents and carers apply for a place in our Nursery, that when the place is given, it is taken up and that pupils are brought to school every day possible bar illness.

NB Places for Nursery can only be allocated by the LEA. Parents who would like their children to attend Coedffranc Primary School's Nursery should continue to complete the 'school admission form' and an LEA application form, which parents will need to complete and return to school/send to the LEA, will be issued at the appropriate time. Parents should also be aware that being offered a Nursery place at a particular school does not guarantee a full time place at the same school. Admission Forms for a full time place are issued to parents in the October prior to the child starting full time education in the following September.

See <https://www.npt.gov.uk/1929> for more information.

Full-Time Pupil Admissions

Children enter full time education in the September of the academic year in which they reach their fifth birthday. The Local Authority send letters to parents of children who are due to start full time school in the September inviting them to complete an Admission Form for an Infant/Junior/Primary School place (expressing a preference for a particular school)

Admission forms for Nursery and Full Time should be returned to:

**Mrs Helen Lewis,
School Admissions Officer,
Neath Port Talbot CBC,
Port Talbot Civic Centre,
PORT TALBOT,
SA13 1PJ**

Tel: 01639 763600

Alternatively this can be done online at: <https://www.npt.gov.uk/1929>

Parents need to make sure that they follow the completion instructions carefully and that they meet the application deadline. Parents should be aware, that expressing a preference for a particular school does not guarantee admission to their chosen school, but it will give their child priority over children whose parents have not expressed a preference for that school. If no preference is expressed or the application is late it will be less likely that their child will be able to attend the school of their choice.

Meetings are arranged for parents of both Nursery and Reception aged children prior to their admission to discuss their child and how his/her needs may be met as well as to inform the parents of the expectations of the school.

Admissions for disabled pupils are considered along with other applications for school placements. If any special adaptations to premises are required, these are considered and undertaken, where appropriate, in consultation with the Local Authority (LA).



Pupil Wellbeing

In Coedffranc we place the well-being of our pupils at the core of what we do. We firmly believe that if our pupils feel safe, and have a positive sense of well-being then it provides a firm foundation on which to nurture happy, confident, resilient and resourceful learners.

Supporting pupils' social and emotional development enables them to be more ready to learn. By placing well-being at the core of what we do we strive to improve both academic achievement and mental health outcomes for all. We feel strongly that when children's well-being is a priority then all stakeholders will feel happier within the school community. With the new and exciting developments within our curriculum, nurturing children's resilience, promoting positive mental health and encouraging positive attitudes towards life and learning allow children to get the best from the learning experiences that we offer.

We have adopted the Thrive Approach in Coedffranc and have 13 licensed Thrive practitioners across the 2 phases. This allows us to offer emotional, social and relational support to our most vulnerable pupils in addition to guiding staff in how they can best support the pupils through class-based approaches. In addition to Thrive, we support our pupils through the ELSA programme and our Zones of Regulation programme. As a result of having access to these programmes, practitioners are able to select the most effective support for both individuals and groups of pupils.

Pupils, staff and governors understand that they play a role in supporting pupil wellbeing and we have ensured a clear understanding by applying the PLACE theory (Dan Hughes) to how we develop relationships in school. In Coedffranc we are Playful, Loving, Accepting, Curious and Empathic all of which impact positively on the emotional connections in our relationships with others.

In Summer 2021 the whole school also undertook the **Zones of Regulation** training and this has been rolled out successfully across the whole school impacting positively on pupils' ability to recognise and manage their emotions. We actively seek to support parents to be able to use this information to be able to support their children at home.

The school is a Rights Respecting school and currently holds the bronze award.





Staffing and Class Organisation at Coedffranc Primary

Year	Teacher	Additional Responsibility
N1 & N 2	Mrs R. Preece (SLT)	Early Years Leader
Rec	Mrs S. Jones (SLT)	ALNCO
Rec	Mrs L. Harvey	
Y1	Miss N. Brocklebank	
Y1/2	Miss A. Collins	
Y2	Mrs C. Harris (SLT)	Progression Step 2 Leader
Y2	Mrs C. Roderick (SLT)	Deputy Headteacher
Y3	Mrs R. Williams	
Y3	Mrs K. Perry	
Y4	Mrs R. Gabriel	
Y4	Mrs E. Robinson	
Y5	Miss. G. Quirollo	
Y5/6	Mr. L. Lloyd (SLT)	Progression Step 3 Leader
Y6	Mrs J. Evans	
Phoenix	Mrs. S. Jeremiah (SLT) Mrs. D. Griffiths	Phoenix Centre Leader

Phase	Teaching Assistants
Nursery	Mr. E. Thomas Mrs. K. Griffiths
Reception to Year 2	Mrs. T. Woods Mrs. D. James Miss K. Moore Mrs. A. Hanbury Mrs. M. Pmabianchi
	Mrs. L. Bluett Mrs. L. Maddox Miss E. Lewis Mr. J. Williams Mrs. L. Saunders Miss B. James
	Mrs. P. Jones Mrs. C. Matthews Miss C. Rees Miss E. Llewellyn

Years 3 to 6	Mrs. K. Morgan Mr. L. Roach Miss S. Thomas Mrs. C. Miles Miss C. Hughes Mrs. J. Davies Mrs. E. Jenkins Mrs. L. Smith Mrs. K. South Mrs. C. Williams
Phoenix Centre Key Workers and TAs	Miss A. Harvey Mr. D. Herdman Miss K. Hearn

School Office Staff	
Mrs. Karen Daniels	Office manager
Mrs. Gemma Addis-Fuller/Miss Nia Bamsey	School Clerk
Mrs. Jan Watkins	School Clerk
Mrs. Sarah John	School Bursar
Mrs. Tiona Richards	Education Welfare Officer
Mr. Kevin Lewis	School Caretaker
Ms. Tammi Williams	Parent Engagement Officer

Lunchtime Supervisory Assistants	
Mrs. J. Davies	Mrs. K. Morgan
Miss. K. Hearn	Mrs. C. Rees
Mrs. A. Hanbury	Mrs. L. Smith
Miss C. Hughes	Mrs. R. Stewart
Miss B. James	Mr. E. Thomas
Mrs. D. James	Mrs. C. Williams
Mrs. P. Jones	Mr. J. Williams
Miss E. Lewis	Mrs. T. Woods
Mrs. C. Matthews	

Kitchen/Breakfast Club Staff	
Mrs. J Morrell	Cook In Charge
Mrs T. Perrott	
Mrs. M. Powell	
Mrs. K. Harris	
Mrs. E. Davies	
Mrs. K. Price	
Mrs. C. Rees	

School Meals

As part of the Welsh Government's commitment to free school meals for all primary age pupils in Wales, children are all entitled to a free cooked meal at lunch time. Meals are prepared, cooked and served in the school canteen. Children also eat their packed lunches in the canteen.

We run a successful Breakfast club which is free to all pupils via a Welsh Assembly Government initiative. This runs every morning in the canteen from 8.20 to 8.50 a.m. There is no need to book. **Please do not leave your child alone before the doors open and they are registered at the club.**

We operate a Healthy Schools policy and encourage pupils to eat fresh fruit and drink water at break times. Crisps, sweets and fizzy drinks are discouraged, but children are free to bring fruit and other healthy snacks for breaktime. We ask for your co-operation and support in promoting healthy eating for our child. Nursery pupils bring £1 a week and are provided with a portion of fruit.

Pastoral Care Arrangements

All teachers under the Head Teacher have in law, the status of being 'in loco parentis', i.e. in place of the parents during the school day. This demands a standard of care similar to that expected of a careful and prudent parent in similar circumstances. All personnel employed to work with your children have DBS checks carried out before they take up their post and start in school.

If a child is taken ill or has an accident, the school's first aiders will deal with the matter in the first instance. In certain circumstances, we will try to get in touch with you by using the information you have provided the school on the admission form. **It is important that this information is accurate and updated when necessary.** If we are unable to contact you, we will do all we can to help the child, i.e. he/she may be taken to a doctor or to hospital.

If your child is ill, please contact the school as soon as possible to inform us of the absence. **Please note that your child's education is affected when they miss school. We would ask that you try to avoid taking your child away during term time.**

At prearranged times, the school nurse, dentist and hearing specialist, will visit the school to carry out routine health inspections, vision tests, dental inspections and hearing tests. Parents are always informed beforehand and information on this can be found on our school website. When any problems are encountered, parents/carers will be notified and advised to seek further help from either the family doctor or the School Health Service.

We liaise with other caring agencies where necessary and with other schools at times of transfer. Tests to ensure that our pupils can get out of and back into the building in case of emergency are carried out at least once a term and recorded. The PE equipment is checked regularly and lessons supervised responsibly.

Attendance

In order for your child to gain the best possible education they must attend school regularly. We expect pupils to attend school every day unless they are unwell or attending a medical appointment. If your child will not be attending school, we request that you notify the school by 9 am so that the absence can be logged.

We work very closely with the school's Education Wellbeing Officer (EWO) **Mrs. Tiona Richards**, to ensure pupils attend regularly. If a child fails to attend school regularly parents will receive a letter from the school, be invited in to meet to discuss barriers to attendance before being referred on to the Education Welfare Service.

Percentage Attendance for the Year	
100%	Perfect! Your child is really making the most of their learning and friendships in school.
95%	Equates to 10 days off each school year. This means that they've missed two full weeks of learning. This is our target for our pupils at present.
90%	This means that your child will have missed 20 days of school each year. This is the same as missing 4 full weeks of learning.
85%	This means that your child will have missed 30 days of school this year. That means that they've missed a full 6 weeks of learning or half a term.
80%	This means that your child has missed 40 days of school which is the same as missing 8 weeks of school.

If you wish to take your child on holiday in school time, please contact the office to request a holiday permission form to complete and return to school. We do not operate a 'blanket ban' however a range of information will be considered such as the length of time missed already from school, the number of days that the pupil will be absent from school, the reasons for taking the holiday in term time and over-all patterns of attendance.

The school uses several incentives to promote positive attendance such as award assemblies, certificates and the Macron attendance initiative and the school council lead full-week attendance scheme.

Registers

- There is a class register for each class within the school.
- The names of children, admission numbers together with contact information e.g. address and telephone number is included.
- The registers are dated on a weekly basis.
- The registers are marked at the beginning of each morning and afternoon session.
- The registers are closed 30 minutes from the beginning of registration. If your child arrives later than 9.30 in the morning, they will be marked late after the register is closed which is classed as being absent for the session.

General School Rules

We believe that children should behave in the way you, as responsible parents, would wish them to behave - showing honesty, courtesy and consideration for others at all times. Children are always encouraged to develop self-discipline. The safety and welfare of all pupils is the overriding principle behind the enforcement of school discipline.

The school aims to provide a happy, but orderly environment in which the child can best learn. Good discipline and a respect for traditional moral values is necessary for that to succeed. **Great importance is attached to punctuality and regular attendance at school, and parental co-operation in this matter is important.**

If a child displays unacceptable behaviour, parents are notified. If this behaviour continues to be problematic in school, then there may be cause to involve outside agencies, such as the Educational Psychologist or Wellbeing Team, who may suggest a plan to support your child's needs. However, if the unacceptable behaviour still persists, the onus to exclude is the absolute responsibility of the Headteacher and Governing Body - conducted in a procedure determined by the Local Education Authority. The school is proud of its record of not excluding any pupil since 2015.

The School has comprehensive Behaviour and Discipline and Anti Bullying Policies. These are available to view at the school and are available to view on our website.

We expect children to develop a purposeful attitude towards their work and to show diligence, care and persistence of effort in carrying it out.

Equal Opportunities

It is our policy to promote true equality for all pupils, to discourage racist, sexist and stereotyping attitudes. Detailed policy documents are available at the school. We are required, by law, to record and report any incidents perceived to be racist and termly reports are sent to the local authority. We have a Strategic Equality Plan in place which is reviewed regularly and addresses how we as a school promote equality and inclusion within all aspects of the life of our school. The plan is available by request from the school office.



Children who are Looked After

We work in partnership with Neath and Port Talbot Local Authority and other local councils. As corporate parents we have a duty to safeguard and promote the education of Looked After Children. We aim to provide a safe and secure environment, where we believe in the abilities and potential of all children, including those who are looked after. We support our Looked After Children and give them equal access to every opportunity to achieve their potential and to enjoy learning. Mrs. Debbie Griffiths is the designated member of staff responsible for promoting the educational achievement of Children who are Looked After (CLA). There is a CLA policy that supports the processes involved with supporting looked after pupils both academically and emotionally.

School Uniform

At Coedffranc Primary School we feel that it is very important to maintain the standard of dress as this reflects attitudes to school in general.

Uniform:

- Black/grey trousers/skirt
- Navy jumper/hoodie preferably with school badge
- Blue polo / white polo shirt preferably with school badge
- Sensible black Shoes

Children also need to wear suitable clothing for PE:

- T shirt and shorts
- Trainers for games

We would appreciate it if ALL clothing could be marked with your child's name.

School uniform is available from **Macron** Store, Abbey Road Industrial Estate, Neath, SA10 7BR.

Other stockists are available across NPT and our PTA organise a uniform 'swap shop' exchanging pre-loved uniform for parents and carers which is also more environmentally friendly too!



Sport, Extra-Curricular Activities and Community Links

Physical activity is a key part of keeping children physically and mentally fit and healthy. The school is committed to providing pupils with the opportunity to develop their sport and fitness skills and abilities through an increasingly challenging learning journey. The planned curriculum will see them explore a range of sports and develop skills within them in a fun and engaging way. The school will also compete in local tournaments for a range of sports and link in with local and national bodies for sport.

A broad range of extra-curricular activities are provided in Coedffranc Primary. These can vary from term to term as we are guided by seasons and the pupils' interests, but can include film club, choir, digital leaders, maths club, science club and Lego club.

All pupils are encouraged to take part in sport. Extra curricular activities include football, netball, rugby, hockey, cricket and ball skills. Wherever possible our pupils take part in community sporting activities and local initiatives. Younger pupils are involved in Kerbcraft and we make full use of outside agencies such as school nurse, Community Police Officers and local Churches. We believe residential visits provide a breadth of new experiences for our pupils.

The range of educational visits is dependent upon voluntary contributions from parents/carers. Parental/carer consent is always sought prior to educational visits. The Local Education Authority has defined its policy on charges and remissions for school activities and this policy is available at the school. The Governing Body is unable to meet in whole or in part any charges payable to the Authority.



Home School Agreement

Home School Agreements have been signed by the school, parents and pupils, where appropriate. This agreement outlines what is expected by each party and focuses mainly on ensuring our school is a warm and caring place where children feel valued and happy and are always encouraged to do their best. Please return the signed copy to the school. You will find a copy of this within this Prospectus.

Parental/Carer Involvement

At Coedffranc Primary we recognise the crucial importance of an active educational partnership between home and school – the pupils **will not** achieve their full potential without this. As a result we have set up a very successful family room and employ a part time Family engagement officer, **Miss Tammi Williams**, to work alongside parents/carers. Throughout the year there are many opportunities for parents to work with school to support the progress and wellbeing of the pupils, these include open evenings, next steps in learning meetings and end of term book looks. Foundation Phase parents are encouraged to help their children with activities sent home by the class teacher e.g. reading practice or number work, and planned home tasks which are part of each term's theme For older pupils homework is just one of the ways in which we seek to foster this partnership, as homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

We aim to keep parents/carers fully informed about the work of the school and their children. Parents/carers are invited to contact the Team Leaders at any time if they are concerned about the progress of their children or require further information. Daily use of Class Dojo throughout the school ensures a constant dialogue between home and school regarding progress and next steps Formal visits to discuss children's progress are arranged during the year and written reports are sent home at the end of the Summer Term. Parents are also involved in specific target setting for their children. Regular Parent forums also give parents an increased voice in the running of the school.



Strategic Equality Plan

At Coedffranc Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We aim to cater for the needs of disabled parents/carers at all times. We aim to ensure that the learning needs disabled pupils are fully met within the classroom and outside.

The school follows LEA guidelines and has a disability – non discrimination policy and a Strategic Equality Plan in place. Close liaison with the LEA and other interested agencies exists in order to ensure the child receives the very best support. All areas of the school are accessible to pupils with mobility issues and there are two disabled toilets on site. Staff are used to dealing with pupils with a wide variety of requirements and have developed sound practices and strategies to ensure that all our pupils are treated fairly and equitably.



Part B: School Curriculum



It is through the curriculum that the teachers at Coedffranc Primary School attempt to fulfill our aims and the aims of the Curriculum for Wales. The curriculum encompasses all the teaching and learning which takes place both in and out of the classroom. We offer a curriculum which is broad and balanced, and we acknowledge that not all children develop at the same rate. Therefore, we actively attempt to match the tasks given to each child with his/her stage of development. We create and follow a concept-based curriculum which ensures all skills, knowledge and experiences are covered progressively throughout the school giving children the chance to be explicitly taught, apply with support and then apply independently a host of knowledge and skills in a range of contexts.

Our School ensures that we plan to meet the objectives from the Four Purposes of the Curriculum for Wales and the statutory frameworks and mandatory elements within.

The school curriculum has taken the concepts outlined within the Curriculum for Wales and planned carefully crafted units of work to develop the skills, knowledge and experiences needed within the Areas of Learning and Experience and Mandatory Frameworks (literacy, numeracy and digital competency) in meaningful, real-life contexts for the pupils so that they make progress.

The planned curriculum is focused on the four purposes of the Curriculum for Wales. The four purposes are also underpinned by integral skills which are developed within a wide

range of learning and teaching experiences. These skills are noted below.

Creativity and innovation

Pupils will be given space to be curious and inquisitive, and to generate many ideas. They will be supported to link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions. They will be able to identify opportunities and communicate their strategies. This will support learners to create different types of value.

Critical thinking and problem-solving

Pupils will be supported to ask meaningful questions, and to evaluate information, evidence and situations. They will be able to analyse and justify possible solutions, recognising potential issues and problems. Pupils will become objective in their decision-making, identifying and developing arguments. They will be able to propose solutions which generate different types of value.

Personal effectiveness

Pupils will develop emotional intelligence and awareness, becoming confident and independent. They will have opportunities to lead debate and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments. They will be able to evaluate their learning and mistakes, identifying areas for development. They will become responsible and reliable, being able to identify and recognise different types of value and then use that value.

Planning and organising

Where developmentally appropriate, pupils will be able to set goals, make decisions and monitor interim results. They will be able to reflect and adapt, as well as manage time, people and resources. They will be able to check for accuracy and be able create different types of value.



The development of these skills allows pupils to work across disciplines, providing them with opportunities for both synthesis and analysis. There is particular potential for innovation in making and using connections between different disciplines and Areas of Learning.

When developing these skills, pupils will:

- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances

- be supported and challenged so that they are prepared to confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- be afforded the space to generate creative ideas and to critically evaluate alternatives – in an ever-changing world, flexibility and the ability to develop more ideas will enable learners to consider a wider range of alternative solutions when things change
- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.

The Curriculum for Wales in Coedffranc Primary School

Information on the Curriculum for Wales in additional languages can be found at this website:

<https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-a-guide-for-parents>



The world is changing and we need new ideas and creative use of technology. To address these challenges, the Welsh Government wants to make sure that your child has the knowledge, skills and experiences they'll need to make the most of life.

Teachers and education experts from across Wales have been working together to develop the Curriculum for Wales. In Coedffranc Primary, our curriculum is designed by teachers using the guidance that Welsh Government and the Local Authority has provided. It is

designed for all of our children and will support the children through creative lessons with real-life meaning. It will suit their needs and help them to reach their full potential.

The world is more connected these days, so what they learn is more connected too. Knowledge is really important, and they will also be given the skills and experiences that they need for a fast changing world.

Coedffranc Primary School is supporting your child to be:

- an ambitious, capable learner, ready to learn throughout their life
- an enterprising, creative contributor, ready to play a full part in life and work
- an ethical, informed citizen, ready to take part in Wales and the world, and a
- a healthy, confident individual, ready to lead a fulfilling life as a valued member of society.

These are called the 'four purposes' of the curriculum.

As well as literacy, numeracy and digital skills, there are six areas of learning and experience. Everything your child learns will be connected to these areas:

- Humanities
- Health and Well-being
- Languages, Literacy and Communication
- Expressive Arts
- Science and Technology
- Mathematics and Numeracy

The curriculum also covers:

- human rights
- diversity and respecting differences
- experiences and skills for careers and the workplace
- learning about local, national and international contexts
- developmentally appropriate relationships and sexuality education.



In **Expressive Arts**, your child will explore art, dance, drama, film and digital media and music to develop their creative, artistic and performance skills.



In **Humanities** they'll learn about the world, society and events in the past and present. They'll explore the challenges and opportunities that face us, and what ethical action we can take to safeguard the world and its people in the future.



In **Mathematics and Numeracy**, your child will develop their understanding of numbers and use symbols in maths. They'll explore shapes and measurement and learn about statistics and probability.



Health and Well-being is about looking after their physical and mental health including emotional well-being. They'll learn about healthy eating and how to make good decisions, deal with influences and develop healthy relationships.



In **Languages, Literacy and Communication**, your child will learn about languages. They'll understand and use Welsh, English and other languages. They'll study and create literature, and communicate in spoken, written or visual ways. This could include poetry, drama and film.



In **Science and Technology** your child will learn about biology, chemistry, physics, computer science and design and technology. They'll learn about design and engineering, living things, matter, forces and energy, and how computers work.

What Matters

Your child's learning should focus on things that matter to them now and when they grow up. Each area of learning and experience contains statements of what matters which shape learning for children of all ages. These help your child think about what they're learning and how topics link to each other, to work and to life. They also support your child to progress each year as they build their understanding and skills.

There are more opportunities for your child to learn important skills for life that will help them to:

- appreciate the world around them
- ask questions, look at evidence, make decisions and solve problems
- explore, communicate, create plans and find solutions
- build resilience and manage their well-being
- work with others and
- make decisions about their future career based on meaningful experiences in learning, work and entrepreneurship.

Learning in a way that works for your child

The new curriculum develops your child's knowledge, skills and experiences. They will move forward as:

- they learn more
- their understanding of things gets deeper
- their communication skills grow and

- their skills improve.

There may be times when they:

- move forward quickly or
- slow down to make sure they understand a topic or because they discover something that interests them.

Learning isn't always linked to their age. It won't happen in the same way, or at the same time for everyone.

Why is the outdoors important?

The school places great importance on staff using the outdoors as another classroom where children can work on a daily basis. There are many reasons for encouraging children to use the outdoors such as:

- children's health and fitness benefit from running, jumping and skipping outside and using toys and equipment that cannot be used inside;
- children can experience nature at first hand - how the weather changes and how plants and animals react to the different seasons;
- problem solving can relate to real experiences such as, how to move logs from one area to another;
- children can experience aspects such as conservation and sustainability at first hand; and
- they can develop a love of nature and undertaking activities out of doors.



The Use and Teaching of Welsh

Welsh is taught throughout the school as a second language, emphasizing oral skills early on and developing these skills to the writing and reading of Welsh by the end of Progression Step Three. Pupils respond to Welsh commands, answer the register through Welsh and sing Welsh hymns and prayers. A Welsh peripatetic teacher visits the school regularly giving guidance and training to staff and monitoring the subject. The school is following the Siarter Iaith programme and believes in developing a true sense of 'cynefin' (home) through its curriculum.

Religious Worship and Education

An assembly and act of worship is held daily. A special celebration assembly is held every week to celebrate pupils' achievements. Religious and Values education is provided for every pupil in the school through the Humanities Area of Learning and Experience. Parents have the right to withdraw from the act of worship, however the right to remove from Religious and Value Education has been removed.

Religious and Values Education (RVE) has become part of the Humanities Area of Learning and Experience as part of curriculum reform. The teaching will take place in a variety of forms which will reflect the ethos of the whole application of the cross-curricular concepts as well as to work specifically in Humanities. In this context the teaching of RVE in our school:

- develops from pupils' own perceptions and experiences;
- places religion in context which pupils can relate to their own experience;
- promotes links with other areas of the curriculum;
- has specific objectives when taught within integrated topic work.

Relationship and Sex Education

Relationship and Sex Education (RSE) is an integral part of the new curriculum. It is an area that the school is continuing to review and reform in line with the legal requirements of the new curriculum. The school's policy is currently based upon the LEA's Policy Statement and approved by the Governing Body; it is available for inspection at the school and on the school website.

An overview of what is taught, when and using what resources is available on request to parents and carers.

How is your child assessed?

Assessment will be part of your child's learning every day. They'll work with their teachers to understand how well they're doing. This is important to help them:

- see where they are in their learning
- plan their next learning steps
- spot any issues or extra support they need

and to help their teacher:

- find ways to challenge them and
- see how well pupils are doing.

Day-to-day formative assessment is the most important type which is carried out by teachers and teaching assistants in the school to see how well the children do each lesson to meet the learning objectives of the session. Feedback is then given to the pupils to help them to meet the success criteria or to move them on to their next steps.

The school will also work with you to make sure that your child has the help they need to move forward. The children in Year 2 to Year 6 will undertake the National Personalised

Assessments which help show the progress that children are making and supports teachers to identify pupils' strengths and areas for development.

Annual Reports are sent home at the end of every school year and arrangements are made for parents to discuss these with the teachers. The reports will identify pupils' strengths and areas for development along with how parents and carers can support their children to make progress at home.

Parents and carers of all pupils are invited to "Meet the Teacher" early in the Autumn Term and again to Parents/Carers Meetings in the Spring Term and Summer Terms to discuss the child's progress and next steps in learning.



Additional Learning Needs

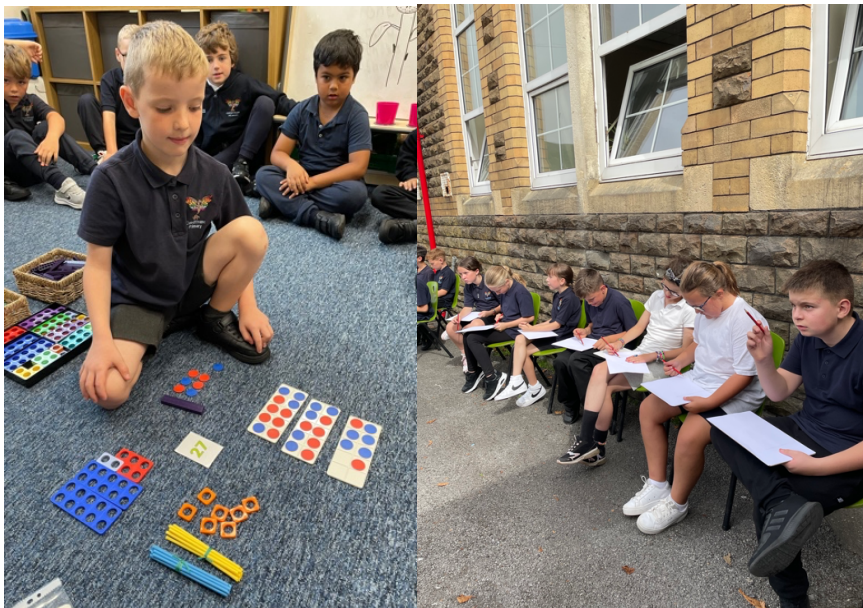
Coedffranc Primary School believes that every pupil has an entitlement to the full range of curricular opportunities. A whole school approach has been adopted to provide for all the children who experience special educational needs at anytime during the primary years. We believe that early intervention is key, and we work closely with our school family engagement officer to ensure that appropriate provision is in place from nursery onwards. Any child identified by the class teacher as needing extra help will have classwork differentiated at a level appropriate to the need. Additional support is provided by withdrawing groups of pupils to follow intervention programs such as Thrive, ELSA, Language Link, Speech Link, POPAT, Smart Moves, Sensory Circuits, Toe-By-Toe, Talk About, and Read, Write, Inc one-to-one coaching.

Where a child should continue to experience difficulty, the advice of the class teacher should be sought by parents initially. Following implementation of actions to support in areas of concern and limited or no progress being made after a reasonable period of time, advice will be sought by the class teacher from the ALNCO in the first instance and a meeting with parents will be arranged to discuss shared concerns. When necessary, school will then seek advice from outside agencies, such as the Speech and Language Team, Well-being and Behaviour Support Team, and the Education Psychologist. Individual programs of work are devised, implemented and monitored, parents are consulted and kept informed at each stage.

Children who have social, emotional and behavioural difficulties will be supported through an Individual Behaviour Plan, and advice is given from our specialist team based at the Phoenix Centre. School will work with parents and other professionals to ensure that the best provision can be made.

All staff have been trained in Team Teach positive behaviour handling techniques to ensure the safety of every child at school. Refresher training takes place every 3 years. We currently have a team of ALN Coordinators at school, **Mrs Sian Jeremiah** (Phoenix centre), and **Mrs Jones** (Progression Steps 1, 2 & 3) who work closely together and attend regular training, both with our cluster schools and with the local authority.

Information for parents on ALN Reform can be found on the Snap Cymru website at the following address: <https://www.snapcymru.org/get-support/new-aln-system/>





Part C: Safeguarding at Coedffranc Primary

The School has comprehensive safeguarding policies in place to ensure that your child is safe and protected during their time at school. These include Personal, Social and Emotional policy, Anti Bullying, Equality and Child Protection. All policies are available at the school.

The School's designated safeguarding officers are:

Mr. Geraint Jones	Head teacher
Mr. Timothy Richards	Acting Head teacher
Mrs. Carys Roderick	Deputy Head teacher
Mrs. S. Jeremiah	Phoenix Centre Lead Teacher
Mr. Steve James	Designated Safeguarding Governor

We would ask that parents and carers help us to maintain a secure environment by sticking to school procedures for accessing the school site during the course of the day. All visitors to school must first report to the office and sign in. We ask that you help us to keep your children safe by:

- Telling us if a different person is picking your child up from school.
- Returning the consent letters if your child is allowed to walk home from school alone (Junior only Home School Agreement)
- Ensuring that pupils are punctual at the start of the day.
- Giving us accurate information about which after school clubs your child is attending
- Turning up promptly to collect your child from school, school clubs and activities.
- Not attempting to bring your car onto the school site.
- Not parking your vehicle in front of the school gates.
- Supporting the school with any reasonable safeguarding requests made in the interests of all pupils
- Not bringing dogs onto the school grounds
- Not smoking or vaping whilst on school grounds or around the gates

What we will do if we have a concern about your child

If we are concerned that your child may be at risk of abuse or neglect we must follow the procedures in our child protection policy, which directly mirror Welsh Government guidelines. You can look at the policy in school, receive a copy to take home or find a copy on our website. Contact the school office for details.

The procedures have been written to protect all pupils. They comply with our statutory responsibilities and are designed to support pupils, families and staff. The procedures are based on the principle that the welfare of the child is the most important consideration. In almost all circumstances, we will talk to you about our concerns and we will also tell you if we feel we must refer our concerns to children's social service. We will ask your consent

to make a referral, but in some circumstances we may need to make the referral against your wishes. We will only do this if we genuinely believe that this is the best way to protect your child, and the fact that you did not consent to the referral will be recorded.

If we think that talking to you first might in some way increase the risk to your child, we will report our concerns to children's social services and take advice from them. We will normally tell you that a referral is being made and we will record the reasons why we decided to follow this course of action.

All child protection records are kept separate from your child's general school file. Records are stored in a locked cabinet or drawer, and if stored on computer they are password-protected and secure. The only staff members who have access to the records are those who need to know about the concerns in order to protect and support your child.



Site Security

At Coedffranc Primary School we feel it is vital to create a secure and safe environment for all children and adults in the school.

To prevent unauthorised or unknown visitors entering the school, gates are locked at 9am and all visitors are requested to enter via the main entrance where access to the school is permitted by an adult.

All children are well supervised during playtimes and lunchtimes and staff ensure that security gates are closed. For reasons of safety and security children should **not arrive** at school before 8.30 a.m. (unless they are attending breakfast club) and are expected to leave the premises at 3.05 p.m. unless they are involved in organised school activities.

The school cannot guarantee supervision outside these times. Members of staff are on duty in both yards from 8.40am.

Collecting your child from school

A small minority of instances have occurred where pupils have not been picked up after school ends or after school clubs and activities and we have not received any communication from parents. In most of these instances it has proved very difficult to contact these parents

and this has resulted in the child being in school with staff for a significant length of time. Governors have discussed this and have agreed the following:

- Where a child is not collected at the end of the school day every attempt is made to contact parents.
- If we still have had no contact from parents after half an hour has passed and all contacts on the system have been explored, then in this extreme circumstance we will have no option but to contact social services.
- In the interest of the children we ask that you inform school if a different adult will be picking up your child. We will not release a child until we have verified their identity with the parent.

Photographs

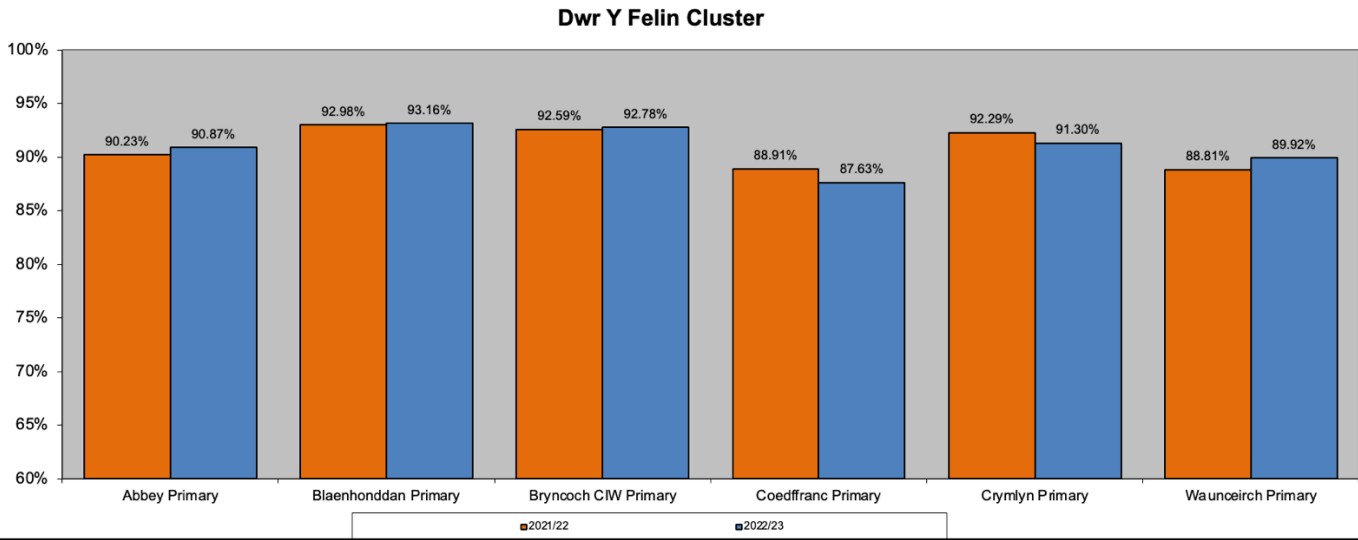
Following parental consultation the Governors have decided to allow the taking of photographs by parents at school concerts and events for family use, however we ask that photos are not shared on social media. If you do not wish your child to be photographed under any circumstances please inform the school office and a record will be made of it. At the beginning of every year we update pupil information and it is vital that you return these forms.

Information Technology

Your child will be expected to access the internet should you have any concerns about this please contact the school to discuss this further. Comprehensive e-safety policies are in place.

Attendance data for 2022/23

Below is the comparative data for attendance in our cluster over the past 2 years.



Governors have set a target to improve whole school attendance by 3% over the next academic year. We will be working with our Education Welfare Officer and pupils will be awarded through our whole school reward system for attendance and the Macron sponsored attendance scheme.

Health & Safety

The school has a comprehensive Health & Safety Policy which ensures the wellbeing of all staff and pupils. The school has senior staff who have successfully completed Health and Safety courses and named Governors regularly walk around the school carrying out visual checks.

Regular fire drills are carried out and alarms, equipment and emergency lighting checked. We would ask that any visitors to the school sign in and out using the iPad that is located at the main office. If you arrange to pick your child up from school early, we also ask that you inform the office so we can keep records of pupils who are on site.



Medical and Accidents

Please will you ensure that we are informed about any medical condition relating to your child that is likely to affect your child's education or general well-being in school. At various stages through the school years, children will have their eyesight and hearing tested and a routine dental check is usually carried out. Any concerns raised during these routine checks will result in the offer of an appointment to the relative health department.

If your child becomes ill or has an accident at school it may become necessary to contact you. Please ensure that emergency contact numbers are up to date. Children who have minor accidents at school, usually when falling over at playtime or lunchtime, are tended to by one of the school's many qualified first aiders. These accidents are recorded in the accident book and parents are informed of any significant incident either by means of a note, Class Dojo message or telephone. You will be informed of any head injury by the school.

Children will need to bring a note to school to be excused from P.E. lessons and are expected to be well enough to play outside at playtimes and lunchtime. Please contact the school's medical support officer **Mrs Kath Morgan** to update school on any of the above.

Head Lice

Each year we have cases of head lice in school. The school nurse no longer visits school to inspect children's hair so parents are asked to do this at home on a regular basis.

Letters informing parents that there are cases of head lice in a child's class are routinely sent home with children. The occurrence of head lice is regarded as a community problem, generally when a child has head lice, other family members will also be infected. Advice can be sought from the local pharmacist on methods of treatment which are available free under the common ailments scheme run by Welsh Government at the Pharmacy.



Complaints Procedure

Have you asked us yet?

If you are approaching us for the first time you should give us a chance to respond. If you are not happy with our response, then you may make your complaint using the procedure we describe below. Most concerns can be settled quickly just by speaking to the relevant person in school, without the need to use a formal procedure.

What we expect from you

We believe that all complainants have a right to be heard, understood, and respected. School staff and governors have the same right. We expect you to be polite and courteous. We will not tolerate aggressive, abusive, or unreasonable behaviour.

Nor will we tolerate unreasonable demands, unreasonable persistence nor vexatious complaining. We have a separate policy to manage situations where we find that someone's actions are unacceptable.

Our approach to answering your concern or complaint

We will consider your concerns and complaints in an open and fair way. At all times, the school will respect the rights and feelings of those involved and make every effort to protect confidential information. Timescales for dealing with your concerns or complaints may need to be extended and we will notify you.

We may ask for advice from the local authority or diocesan authority where appropriate. Some types of concern or complaint may raise issues that have to be dealt with in another way (other than this complaints policy), in which case we will explain why, and tell you what steps will be taken. Complaints that are made anonymously will be recorded but investigation will be at the discretion of the school depending on the nature of the complaint.

Answering your concern or complaint

There are up to three Stages: A, B and C. Most complaints can be resolved at Stages A or B. You can bring a relative or companion to support you at any time during the process, but you will be expected to speak for yourself, unless you require special assistance. We also recognise that when the complainant is a pupil it is reasonable for the companion to speak on their behalf and/or to advise the pupil.

As far as possible, your concern or complaint will be dealt with on a confidential basis. However, there could be occasions when the person dealing with your concern or complaint will need to consider whether anyone else within the school needs to know about your concern or complaint, so as to address it appropriately.

If you are a pupil under 16 and wish to raise a concern or bring a complaint, we will ask for your permission before we involve your parent(s) or carer(s). If you are a pupil under 16 and are involved in a complaint in any other way, we may ask your parent(s) or carer(s) to become involved and attend any discussion or interview with you.

Stage A

If you have a concern, you can often resolve it quickly by talking to a teacher or Mrs. Carys

Roderick (Deputy Headteacher). You should raise your concern as soon as you can; normally we would expect you to raise your issue within 10 school days of any incident. The longer you leave it the harder it might be for those involved to deal with it effectively.

If you are a pupil, you can raise your concerns with your school council representative or a teacher. This will not stop you, at a later date, from raising a complaint if you feel that the issue(s) you have raised have not been dealt with properly.

We will try to let you know what we have done or are doing about your concern normally within 10 school days, but if this is not possible, we will talk to you and agree a revised timescale with you.

The person overseeing your concern or complaint will keep you informed of the progress being made. This person will also keep a log of the concern for future reference.

Stage B

In most cases, we would expect that your concern is resolved informally. If you feel that your initial concern has not been dealt with appropriately you should put your complaint in writing to the headteacher.

We would expect you to aim to do this within five school days of receiving a response to your concern as it is in everyone's interest to resolve a complaint as soon as possible. The form at Appendix A of the full policy may be useful. If you are a pupil we will explain the form to you, help you complete it and give you a copy.

If your complaint is about the headteacher, you should put your complaint in writing to the chair of governors, addressed to the school, to ask for your complaint to be investigated.

In all cases, Mrs. Roderick can support you to put your complaint in writing if necessary. If you are involved in any way with a complaint, Mrs. Roderick (Deputy Headteacher) will explain what will happen and the support that is available to you.

Mr. Richards (acting headteacher) will invite you to discuss your complaint at a meeting. Timescales for dealing with your complaint will be agreed with you. We will aim to have a meeting with you and to explain what will happen, normally within 10 school days of receiving your letter. The school's designated person will complete the investigation and will let you know the outcome in writing within 10 school days of completion.

Stage C

If you still feel that your complaint has not been dealt with fairly, you should write, through the school's address, to the chair of governors setting out your reasons for asking the governing body's complaints committee to consider your complaint. You do not have to write down details of your whole complaint again.

If you need assistance instead of sending a letter or e-mail, you can talk to the chair of governors or Mrs. Karen Daniels (Clerk to Governors) who will write down what is discussed and what, in your own words, would resolve the problem and then be asked to sign them as a true record of what was said. We would normally expect you to do this within five school days of receiving the school's response. We will let you know how the

complaint will be dealt with and will send a letter to confirm this. The complaints committee will normally have a meeting with you within 15 school days of receiving your letter.

The letter will also tell you when all the documentation to be considered by the complaints committee must be received. Everyone involved will see the documentation before the meeting, while ensuring that people's rights to privacy of information are protected. The letter will also record what we have agreed with you about when and where the meeting will take place and what will happen. The timescale may need to be changed, to allow for the availability of people, the gathering of information or seeking advice. In this case, the person dealing with the complaint will agree a new meeting date with you.

Normally, in order to deal with the complaint as quickly as possible, the complaints committee will not reschedule the meeting more than once. If you ask to reschedule the meeting more than once, the committee may think it reasonable to make a decision on the complaint in your absence to avoid unnecessary delays. We aim to write to you within 10 school days of the meeting explaining the outcome of the governing body's complaints committee's consideration.

The governing body's complaints committee is the final arbiter of complaints.

Copies of our full complaints procedure are available from the school and on the school website.



Documents Review

Governors review and agree policy documents on a set basis. Coedffranc Primary adheres to relevant policies and procedures as approved by Neath and Port Talbot Local Authority. Documents are required to be available by Regulation and may be inspected or where appropriate, copied at the school during school hours by arrangement with the Headteacher. Any copies made may be charged at a cost of 5p per sheet.



Part D – Dates for your diaries

School Term Dates 2023/24

Term	Term Begins	Half Term Holidays		Term Ends	Days
		Begins	Ends		
Autumn 2023	Friday 1 st of September	Monday 30 th October	Friday 3 rd November	Friday 22 nd December	195
Spring 2024	Monday 8 th January	Monday 12 th February	Friday 16 th February	Friday 22 nd March	
Summer 2024	Monday 8 th April	Monday 27 th May	Friday 31 st May	Friday 19 th July	
Total:					195

INSET DAYS

There will be six In-Service Training (INSET) days throughout the year – 5 are listed below and 1 for the summer term is to be confirmed.

- Friday 1st September 2023
- Thursday 26th October 2023
- Friday 27th October 2023
- Friday 22nd December 2023
- Monday 8th January 2024

Further information

If you have any further queries, please don't hesitate to contact the school office on 01792 813504 or email coedffrancprimary@npt.school.